

Amendment 1 (page 11)

- Previous version (Handbook v10a):

2.5 Length of the accreditation visit

A face-to-face accreditation visit usually takes two full days (from midday on Day 1 to midday on Day 3). However, online accreditation visits may require some meetings or observations to be scheduled outside this time frame. This can be negotiated in advance between you and the assessors but the 'visit' will not be extended any longer than a week, unless there are exceptional circumstances which make this necessary.

- Updated version (Handbook v10b):

2.5 Length of the accreditation visit

A face-to-face accreditation visit usually takes two full days (from midday on Day 1 to midday on Day 3). A fully face-to-face visit, in which both assessors are onsite, is the normal expectation for accreditation and reaccreditation visits both to institutions in and beyond the UK. Only in exceptional circumstances will a hybrid or (less likely) fully online visit be agreed.

Amendment 2 – Context Document (pages 24-25)

- Previous version (Handbook v10a):

C. Principles

C1. What are the principles underlying your approach to EAP (whether agreed or aspirational)? (200 words maximum)

C2. What are the principles underlying your approach to assessment (if your provision includes formal assessment; if not, please provide any relevant information about how learner progress is evaluated)? (200 words maximum)

C3. What are the principles underlying your approach to pedagogy? And/or what are your pedagogical strengths? (200 words maximum)

C4. What do you do to foster professional development and scholarly activity amongst EAP TEACHERS? (200 words maximum)

- Updated version (Handbook v10b):

C. Principles

*For each of C1-C5, please provide examples of how your principles / approach can be seen **concretely in practice**. For the purposes of preparing for the BAS Visit, consider also **where students and/or staff learn about these things**.*

C1. How would you describe the approach to EAP currently taken on your COURSE(S)? Consider what 'EAP' means in your particular context and what is influencing your thinking. (250 words maximum)

C2. What informs your choices in COURSE (i.e. curriculum) design? What are the principles currently shaping your inclusion, organisation and/or writing of content, lessons, texts and tasks? (250 words maximum)

C3. What are the principles underlying your current approach to

assessment? If your provision does not include formal assessment, please provide any relevant information about how learner progress is evaluated)? (250 words maximum)

C4. What do you value in EAP classroom practice? What are the pedagogic principles currently informing what you hope to see from teachers, e.g., as they lift materials 'off the page' with students? (250 words maximum)

C5. What informs your current approach to EAP staff scholarship and related professional development? What do you do to foster scholarly activity and CPD¹ among TEACHERS? (250 words maximum)

¹ CPD here refers to staff development opportunities that are relevant to EAP research and scholarship, COURSE principles, curriculum, teaching, assessment and/or wider HE values and practices. It does not refer to (often mandatory) staff training, such as fire safety, GDPR and data protection, or similar.